handicaps including inadequate and unsatit-factory school buildings, heavy book load at primary level, substantial absenteeism in rural areas by students and teachers who get salaries by just signing muster roll;

(b) whether it is a fact that there is an over crowding of students in primary and secondary schools in urban areas and therefor their training suffers very badly;

(c) what are the measures suggested or being implemented to mitigate the problems referred to in parts (a) and (b) above ;

(b) whether the imparting of higher education is obligatory on the part of the State; and

(e) if not, the reasons for imparting almost free higher education and make suffer primary and vocational education ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA): (a) to (c) Universalisa-tion of elementary education in terms of enrolement, retention, learning achievements j and improvement of infrastructure facilities I and of the quality of education are priority \ concerns. The National Policy on Education, 1986, as updated in 1992, tablejd in Padiament on 7th May, 1992 and its Programme of Action, 1992 also tabled in Parliament on 19th August, 1992 spell out a number of measures to meet these priorities.

(d) and (e) It is necessary to take a holistic perception of all stages of Education in the context of the diverse educational needs of the country and the linkages between higer education and other stages of Education. The resources for education, particularly for elementary education and adult literacy, have been stepped up considerably during the Eighth Five Year Plan.

Evolution of New Methods in Education System in the Country

157. SHRI VIREN J. SHAH :
SHRl PRAMOD MAHAJAN :

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether the Council of Boards of School Education in India in its recent meeting held in New Delhi suggested the need for evolving new methods of evolution in schools instead of customery external Board Examinations ;

(b) whether it is a fact that the Council also suggested privatisation of schools to explore alternative sources for finance and reducing their dependency on Government;

(c) if so, what are the details of the recommendations made by the Council ;

(d) what action Government have taken on each of these recommendations ; and

(e) what steps Governments have so far taken to improve or change the existing school education system in Delhi and in Central Schools in the country ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA): (a) to (d) The report regarding the details of the recommendations made in the International Conference on Improving qualify of Secondary Education organised by the Council of Boards of School Education in India (COBSE) in Delhi from 6—8th November, 1993 has not yet been received by the Government. However, in the above mentioned Conference, the need for giving due weightage to school

based assessmeut of the schalaatk/non-scJio-iastic achievements of students and the possibility of obtaining financial financial and assistance from the Private sector and non-Government Organisation! for expansion and improvement of Secondary Education was discussed.

(e) As per informantion received from the Delhi Administration, the improvement in the existing scenario of education in the schools of Delhi has been sought to be achieved by conversion of 250 existing shools into composite schools, filing up of the teachers vacancies, in-service training of the teachers and conduct of Pre-Board Examinations for the students of Class X ami Class XII. As per information received from Kendriya Vidyalaya Sangathan, a system of continuous comprehensive*evaluation for all classes except Class X and Class XII for which examinations are conducted by the Central Board of Secondary Education, has been adopted in Kendriya Vidyalaya (Central Schools).

Study on Chlldrea not Going to School

158. SHRI ANANT RAM JAISWAL :
SHRI SATYA PRAKASH MALAVIYA :
Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleated to state:

(a) whether Government have conducted any study to determine the percentage of children in the country who do not go to school even after attaining the age of 5 years both in rural and urban areas) at the end of 1992 and since the beginning of the year 1993 ;

(b) what, besides socio-economic reasons are other factors identified by Government for the trend ;

(c) whether Government are of the view that the primary education programme lacks incentives to achieve the desired results; and

(d) if so. what changes in the strategy are proposed to be made by Government to achieve the goal.

THE DEPUTY MINISTE IN *THE* MINISTRY OF HUMAN RBSOU1CF DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CUT TUR E) (KUMARI SELJA): (a) As per selected Kducational Statistic* compiled by the Ministry of HRD the Projected population for total school going children in the age gioup of 6—14 years as on 1-3-1993 was 15.69 crores. The number of children enrolled in classes *1* to VIII was 14.40 crores. Therefore the number of children not enrolled in school at elementary stage in the age group of 6 to 14 years was 1.29 crores which comes to 8.22%.

(b) The factor other than socio-economic reasons which compell children to remain *out* of schools are ; inadequate infrastructure in schools, lack of awareness on the part of the parents, the preception of cur-riculm not being related to local needs and inability of the school system to attract and sustain children's interest.

(c) and (d) Various incentives like scholarships. free uniform, mid-day meals etc. are being administered by various State Goverae-ments. The Government of India m its National Policy on Education 1986 A 1992 and Programme of Action 1986 *&* 1992 envisaged a series of measures to make primary education child centred and activity based approach to primary education to make learning a jofyul experience in order to achieve universal enrolment and universal retention of children upto 14 years of age. Accordingly the National Council of Educational Research & Training (NCERT) brought out in 1988 a national Curricular framework for all stages of education. The revised curriculum took into account the need for reduction of curriculum load, keeping in view the requirement for modernisation and relevence. The entue school syllabi and text-books for classes I—XII have been revised by NCERT. The State Government and U.T. Administration have also undertaken measures of curriculum renewal and development of new textbooks for different stages of school education for their introduction into the school system in a phased manner. The scheme of Operation Blackboard was launched in 1987 to bring improvenment of facilities in primary schools to attract children